To make the point clearer by another illustration. The first crisis in my experience in the Malting House School which led me to give full appreciation to the guilt factors was with regard to the bullying of younger or smaller children by older and more powerful. In the first few days of the school, when I had ten or twelve very difficult and boisterous boys between two-and-a-half and five years, I was too passive in my treatment of situations of bullying and cruelty, in the hope that if the bullying elders were not interfered with, that is to say, received no " bullying " from me, the impulse would die a natural death. But I found this did not happen ; and that, I felt sure, was not only because the aggressive children were still often aggressively treated in their own homes, but because the impulse is one that feeds upon itself rather than exhausts itself in fulfilment. It very quickly became clear to me, not merely that the younger children were meanwhile suffering, but that the older ones too were getting more difficult, more afraid of me, more anxious and miserable. What had happened is what always happens in such situations. If the adult in charge does not accept the function of the super-ego, she necessarily and automatically becomes to the child the representative of his own bad aggressive self.[1] Within a few weeks after the beginning of

* " And an adult who is there with the children cannot divest himself of his parental authority by an act of his own will, and create conditions so ' free ' that they rule out his prestige as an adult. It is not what we are to ourselves and in our own intention that matters ; but what the children make of us. Our real behaviour to them and the actual conditions we create, are always *JOY them* set in the matrix of their own phantasies. And what they do make of us in the years from two onwards is in large part a function of the already highly complex interplay of infantile love and hate impulses, and anxiety reactions towards these. The intensive study of instinct and phantasy in individual

children by the technique of psycho-analysis has shown that, even at this early age, guilt and anxiety and love invest any adult who has an active relation with the children with a prestige which he cannot escape. Whether he will or no, he is drawn into the ambit of the child's intra-psycnical conflict. The child's world is a dramatic world, and the non-interference of the adult is interpreted in dramatic terms. The adult who does not interfere cannot be for the child himself a neutral observer —he is a passive *parent.* And if the parent is passive, one of two things happens; either the child believes that the grown-up *endorses* what he is doing, or he suffers internally from the tension of guilt which fails to find relief in his being told what he must *not* do, a tension which issues sooner or later in actions aimed at provoking anger and punishment. In my second volume, dealing with the social develop-ment of children, I shall bring forward evidence to support this view, and shall develop it in ample detail." *Intellectual Growth **in** Young Children,* pp. 8-9.